**Lesson Plan Format**

**Teacher Candidate \_\_Sarah Marchman\_\_ Grade Level\_6\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is to help students the contributions of ancient societies to today’s societies, helping them to understand one of the reasons we study history. Students will be able to discuss how Ancient Greek communities contributed to modern day society, as well as similarities and differences between Ancient Greek communities and their own communities.

DODEA Social Studies Standards

6SSK7: Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

DODEA ELA Standards

6E1b.3: Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

6E1b.7: Make reasonable statements and conclusions about a text, supporting them with evidence from the text.

Students will differentiate between and analyze primary sources.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students understand what a community is, including what makes a community and how different parts of a community work together to make the community what it is. Students know how to conduct research, both in texts and online.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to differentiate between primary and secondary sources. Students will also be able to analyze sources for validity.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will submit an exit card listing at least 2 primary sources and 2 secondary sources that they find themselves. Also on the exit cards will be a minimum of 2 facts students learned about Ancient Greek communities.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Sample primary sources: http://www.ancient greece.co.uk/athens/explore/exp\_set.html

and <http://www.historywiz.com/galleries/greekimages.html>

computers

5 X 7 index cards

paper

writing implement

projector

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided Inquiry will be used for this lesson. This model works well for this lesson because I will show the students a couple of primary sources and explain what makes them primary sources, then the students will be required to search out primary sources on their own, with assistance as needed. This allows students to gain a better understanding of how to tell if a source is primary or secondary, and also helps them learn how to find good research sources.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

I will initiate the lesson by having the students log on to the website: http://www.ancient greece.co.uk/athens/explore/exp\_set.html

I will let the students explore the site some on their own, and then we will discuss what the discovered as they explored.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. After the students have explored the city-state of Athens via the British Museum website, we will discuss the different buildings within the city and what part they served in the community. We will also discuss if we have any buildings in our own communities that serve similar purposes.
2. When we are done with our discussion, we will explore other areas of the virtual exhibit. I will explain to the students what primary sources and secondary sources are. I will ask the students what type of source they think the virtual exhibit is and why they think that. After we determine that the site is a primary source, we will discuss as a class what makes it such. I will record the students’ answers on a chart paper.
3. Next, I will show the students the gallery of photos of Ancient Greek art and ask them what type of source the photos are. Again, students will have to explain their responses.
4. Using the document at <http://classics.mit.edu/Aristotle/athenian_const.1.1.html>, we will analyze the document using the document analysis worksheet from the Truman Library website (<http://www.trumanlibrary.org/educ/docanal2.pdf>). We will also discuss why it is important to analyze sources. This will provide the students with a very basic understanding of how to analyze the sources they find to make sure that they are valid and useful.
5. Once the students seem to have a good understanding of the difference between primary and secondary sources and how to analyze them, they will be instructed to find two of each type of source on their own. They will also be instructed to record two facts about Ancient Greek society that they find interesting. These sources and facts will be recorded on an exit card.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

At the end of the lesson, I will ask for a couple of volunteers to show the class one of their primary sources and explain why they think it is a good primary source. We will discuss as a class why it is important to know the difference between a primary and a secondary source.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | ADHD  IEP | Student will be provided with written instructions, including the links to the websites. If they don’t seem to be able to stay on task, they will be assigned to work with a partner. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?